

Looking for a new career?  
You could use a...

**PEP**  
**TALK**

Personal  
Employment  
Plan



Your  
Future  
Awaits.



Montana Department of  
LABOR & INDUSTRY



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UNIVERSITY SYSTEM



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Montana Department of  
**LABOR & INDUSTRY**  
Career Resources



**State of Montana**

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## What is PEP Talk and who benefits from it?

PEP Talk stands for **Personalized Employment Plan**. PEP Talk was designed to help people with limited time develop a personalized employment plan as quickly as possible.

## Who needs a personalized employment plan?

- ⇒ The unemployed
- ⇒ The underemployed
- ⇒ TANF recipients
- ⇒ High school and college students
- ⇒ Career changers
- ⇒ Anyone without a high school diploma or equivalent
- ⇒ Anyone unhappy with their current job

If you fall into any of these categories, then PEP Talk is for you. You can use PEP Talk on your own or with the assistance of any participating agency. These agencies include Job Service offices, Adult Basic Education centers, vocational rehabilitation offices, and 2-year colleges. The advantage of working with professionals from these agencies is they have access to many opportunities available under federal programs. Their goals are the same as yours, preparing and helping you find a satisfying career.

### What's in it for you?

The best way to reach a goal is to plan for it. PEP Talk walks you through the planning quickly, getting you on your way faster.

## PEP Talk is a simple 3 step process:

**Step 1: Awareness.**

**Step 2: Exploration.**

**Step 3: Create the Plan.**

## What'll you need:

- ⇒ PEP Talk Workbook
- ⇒ Internet access

If you do not have access to the internet, all Job Service offices provide free access to computers with internet access.

The PEP Talk Workbook contains all of the print material you'll need along with a checklist of activities for each of the 3 steps.

## PEP Talk Checklist

*(Check off each activity when completed)*

### Step 1: Awareness

---

- |  |  |
|--|--|
| <input type="checkbox"/> Create portfolio in MCIS (page 6).                                    | <input type="checkbox"/> Complete the Interest Profiler, save the results (page 13). |
| <input type="checkbox"/> Complete the SKILLS worksheet (pages 8 & 33).                         | <input type="checkbox"/> Complete the Life Inventory (pages 15 & 57).                |
| <input type="checkbox"/> Prioritize with SKILLS card sort (pages 9 & 37).                      | <input type="checkbox"/> Take the Reality Check (page 15).                           |
| <input type="checkbox"/> Write SKILLS numbers on last page of SKILLS worksheet (pages 9 & 36). | <input type="checkbox"/> Complete Soft Skills checklist (page 32).                   |
| <input type="checkbox"/> Input SKILLS results and save (page 10).                              |  |

### Step 2: Exploration

---

- |  |   |
|--|---|
| <input type="checkbox"/> Print off top 30 occupations list from SKILLS (page 11).                              | <input type="checkbox"/> Use MCIS to learn more about each occupation. Look at tasks, education required, wages, and outlook. Save all occupations you are interested in to your portfolio (page 20). |
| <input type="checkbox"/> Print off occupations from top 3 interest areas from the Interest Profiler (page 13). | <input type="checkbox"/> Narrow down your list (page 25).   |
| <input type="checkbox"/> Compare lists and select occupations to explore (page 19).                            | <input type="checkbox"/> If selected occupations require post-secondary education, explore school options and save to portfolio (page 23).  |

### Step 3: Create the plan

---

- |   |
|---|
| <input type="checkbox"/> Review the Goal Setting information (page 25). |
| <input type="checkbox"/> Fill out the Goal Setting template (page 58).  |



## First Things First

### Create a portfolio in MCIS

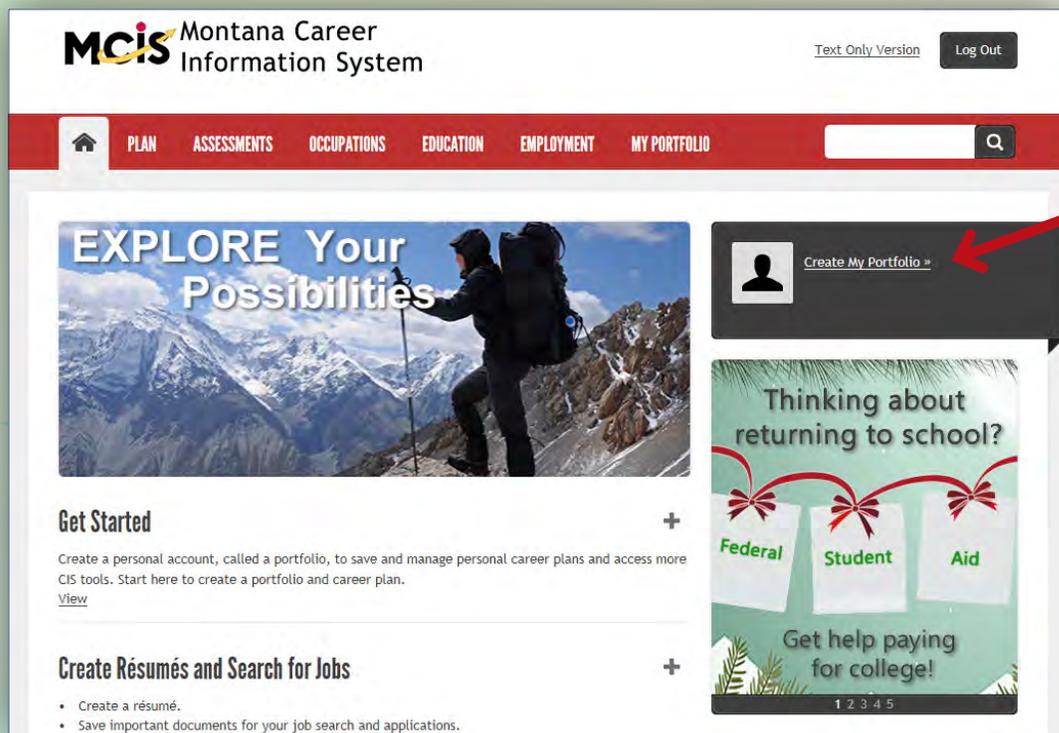
The Montana Career Information System (MCIS) is the web-based tool used for career planning.

MCIS can be accessed at:

[www.careers.mt.gov](http://www.careers.mt.gov).

If you are working with an agency, they will provide you with their login information. If you aren't working with an agency, then you may use the Guest login by finding your town from the drop down list and typing in your zip code.

Click on the MCIS Login link to reveal the login screen



Click on the Create My Portfolio Link.

- ➡ You can select your own user name and password.
- ➡ Passwords must be at least 8 characters and contain at least one upper case letter, one lower case letter, and one number
- ➡ You'll be asked to select two security questions so you can reset your password if you forget it.
- ➡ You can write down your user name and password here:

- ➡ User name:
- ➡ Password:

Once you have your own user name and password, use it to log into MCIS from any computer.

**CREATE "MY PORTFOLIO"** ? He

---

School/Organization: **MT Zip Login** Wrong Site? [Log In Again](#)

First Name:  \*\*

Last Name:  \*\*

E-mail:  \* For e-mailing your username to you if you forget it

Graduation Year:

Username:  \*\*  
Usernames must be at least 6 characters, and cannot contain a space, \, #, ", :, or '.

Password:  \*\*  
Passwords must be at least 8 characters, and contain at least one uppercase letter, one lowercase letter, and one number.

Re-type Password:  \*\*

Security Question 1:  - Choose Question -  \*\*

Answer 1:  \*\*

Security Question 2:  - Choose Question -  \*\*

Answer 2:  \*\*

     \*\* Required Fields

**What's in it for you?**

Setting up a portfolio saves you time. Do the assessments and research once and the results are always there.

## Step 1: Awareness

### The SKILLS Assessment

The SKILLS assessment is probably one of the most important assessments. The SKILLS assessment uncovers your transferrable skills. Transferrable skills are skills that can be used in many different occupations and are highly valued by employers. Often, people are not aware they possess these transferrable skills. The SKILLS assessment will help you identify your transferrable skills. Once you identify your skills, you can match them with occupations that require those skills. Finding an occupation that uses skills you enjoy using will make the fit between you and your perfect job that much better. As a bonus, this activity provides those with a limited work history a list of concrete skills that can be used to market themselves to prospective employers.

### The SKILLS Worksheet

The first step is completing the SKILLS worksheet. The instructions can be found on the first page of the worksheet (page 33). Do the first three steps. We'll come back to the last two steps later.

- ➡ List activities, hobbies, or accomplishments that you are most proud of or enjoy the most.
- ➡ List a minimum of 3 and up to 7 accomplishments. The more activities you include, the better your results will be.
- ➡ Enlist the help of family and friends. Family and friends often will be able to point out additional accomplishments.

### What's in it for you?

The SKILLS worksheet helps you get the best matches between your skills and occupations. Skipping this step will lead to a lack of good occupational choices.

**ACCOMPLISHMENTS** (List at least 3)

Accomplishment 1: \_\_\_\_\_ Accomplishment 5: \_\_\_\_\_  
 Accomplishment 2: \_\_\_\_\_ Accomplishment 6: \_\_\_\_\_  
 Accomplishment 3: \_\_\_\_\_ Accomplishment 7: \_\_\_\_\_  
 Accomplishment 4: \_\_\_\_\_

**SKILLS**

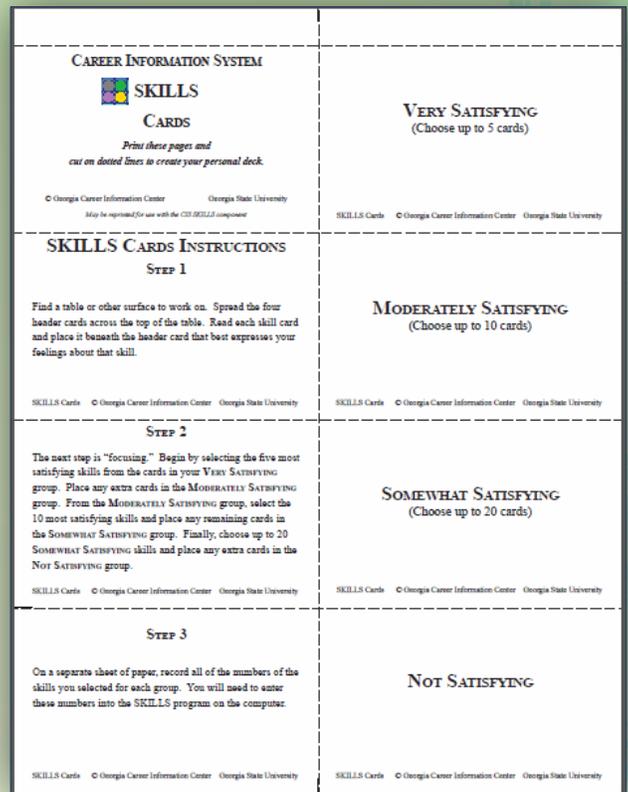
		ACCOMPLISHMENT							
		1	2	3	4	5	6	7	S
<b>A. PERSONAL SKILLS</b>									
01. Dependability	Working in a reliable and responsible manner.								
02. Flexibility	Accepting change and variety in the workplace.								
03. Persistence	Working continuously despite interruption.								
04. Integrity	Avoiding unethical behavior and being honest.								
05. Efficiency	Effectively using resources.								
06. Competitiveness	Striving to be the best.								
<b>B. SOCIAL SKILLS</b>									
		ACCOMPLISHMENT							
		1	2	3	4	5	6	7	S
07. Social Perception	Being aware of the needs and feelings of others.								
08. Independent Work	Working with little or no supervision.								
09. Team Work	Working cooperatively with others.								
10. Working with the Public	Representing the organization and communicating with persons outside the organization.								
11. Assisting/Caring	Providing assistance, care, or service to others.								
12. Performing	Interacting with others to entertain or sell.								
13. Instructing	Teaching, guiding, or motivating others.								
<b>C. MOVEMENT SKILLS</b>									
		ACCOMPLISHMENT							
		1	2	3	4	5	6	7	S
14. Finger Dexterity	Coordinating movements of the fingers.								
15. Manual Dexterity	Coordinating movements of the hand, arm and hand, or both hands.								
16. Motor Coordination	Coordinating movements of two or more limbs together.								
17. Stamina	Exerting one's self physically over long periods of time.								
18. Strength	Exerting force repeatedly or continuously.								
19. Rapid Response	Moving quickly and correctly between two different activities.								
<b>D. PERCEPTUAL SKILLS</b>									
		ACCOMPLISHMENT							
		1	2	3	4	5	6	7	S
20. Sound Discrimination	Detecting the difference between sounds, pitch, or loudness.								
21. Shape Discrimination	Detecting the difference between sizes, shapes, and mass.								
22. Color Vision	Detecting the difference between colors, shades, and brightness.								
23. Depth Perception	Detecting the distance between objects.								
24. Visualizing	Forming a mental image of how something will look after it is moved or when its parts are moved.								
25. Creativity	Originating, designing, or creating new ideas, relationships, systems, artworks, or products.								
26. Aesthetic Judgment	Recognizing artistic or natural beauty.								

SKILLS WORKSHEET  
SKILLS ASSESSMENT  
© 2007 Georgia Career Information Center, Georgia State University

## The SKILLS Cards

The SKILLS cards make prioritizing your skills easy.

- ➡ There are four header cards in the card set: Very Satisfying, Moderately Satisfying, Somewhat Satisfying, and Not Satisfying. Place these four cards in a row in front of you.
- ➡ Place each of the 72 skill cards under one of the categories. Don't worry about how many go under each category.
- ➡ Once you've placed all the cards under one of the header cards, start with the Very Satisfying pile and narrow your choices down to the top 5 very satisfying skills.
- ➡ Move the remainder of the cards to the Moderately Satisfying pile.
- ➡ Prioritize the top 10 skills under the Moderately Satisfying pile, moving the remainder to the Somewhat Satisfying pile.
- ➡ Complete the process by narrowing the Somewhat Satisfying pile down to 20 skills, putting the remainder under the Not Satisfying header.
- ➡ Transfer the numbers for each skill in the boxes on the last page of the worksheet (page 35)

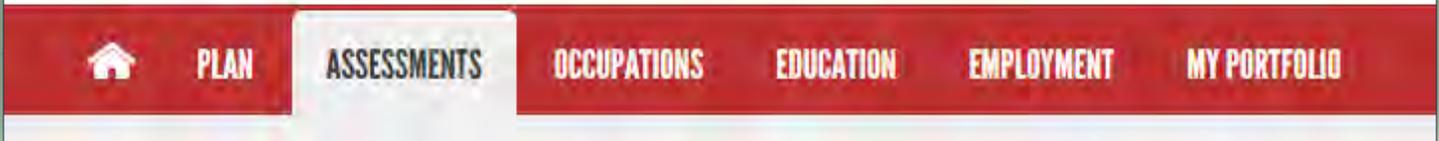


**What's in it for you?**

The SKILLS cards are the easiest way to prioritize your skills. Don't skip this step if you want to find occupations that match your skills.

SKILLS SUMMARY										
5 VERY SATISFYING SKILLS										
10 MODERATELY SATISFYING SKILLS										
20 SOMEWHAT SATISFYING SKILLS										

**SKILLS  
Cards can  
be found on  
pages 37-55**



### Entering skills into MCIS

Using your user name and password created earlier, log into MCIS. The Assessment tab on the menu bar contains the link to the SKILLS assessment. Hover over the assessment tab with your mouse and click on the SKILLS link on the pop up menu.

To begin **SKILLS**:

- SKILLS Worksheet
- SKILLS Cards
- Select Skills
- Occ Select

**SKILLS** Español

Select the skills that are satisfying to you. Then drag and drop the skills into the appropriate category.

Personal Skills	Situational Skills	Communication Skills
01. Dependability	25. Creativity	49. Science Reasoning
02. Flexibility	26. Aesthetic Judgment	50. Reading
03. Persistence	27. Stress Tolerance	51. Writing
04. Integrity	28. Hazards Tolerance	52. Speaking
05. Efficiency	29. Discomfort Tolerance	53. Listening
06. Competitiveness	30. Repetition Tolerance	54. Concentrating
Social Skills	Processing Skills	Problem Solving Skills
07. Social Perception	31. Following Procedures	55. Information Gathering
08. Independent Work	32. Categorizing	56. Evaluating
09. Teamwork	33. Record Keeping	57. Advising
10. Working with the Public	34. Attention to Detail	58. Synthesizing
11. Assisting/Caring	35. Verifying Information	59. Analyzing
12. Performing	36. Installing	60. Planning
13. Instructing	37. Inspecting	61. Active Learning
Movement Skills	Technical Skills	Management Skills
14. Finger Dexterity	38. Repairing	62. Using Knowledge
15. Manual Dexterity	39. Troubleshooting	63. Safety of Others
16. Motor Coordination	40. Controlling Machines	64. Persuading
17. Stamina	41. Operating Vehicles	65. Negotiating
18. Strength	42. Using Computers	66. Confronting
19. Rapid Response	43. Programming	67. Initiating
	44. Technology Design	68. Coordinating
Perceptual Skills	Math & Science Skills	
20. Sound Discrimination	45. Calculating	69. Directing/Leading
21. Shape Discrimination	46. Estimating	70. Decision Making
22. Color Vision	47. Budgeting	71. Managing Resources
23. Depth Perception	48. Math Reasoning	72. Impact of Responsibility
24. Visualizing		

5 Add Remove

Very Satisfying Skills

0 / 5 skills added

20 Add Remove

Somewhat Satisfying Skills

0 / 20 skills added

10 Add Remove

Moderately Satisfying Skills

0 / 10 skills added

Drop one or more skills here for quick definitions

SKILLS Home Occ Select Skill Definitions Start Over Get My Results

There are four buttons on the introductory page of SKILLS. We will be using the Select Skills button.

On the Select SKILLS screen there is a list of all 72 skills on one side and boxes for the 35 skills divided into the three levels prioritized earlier. There are several ways of moving skills from the list on the left into the boxes on the right.



## 1. Move all skills at once into each category

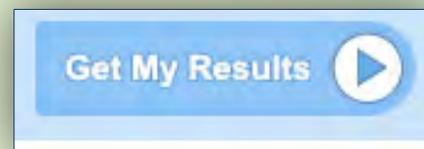
- ➡ Click on the 5 very satisfying skills identified on the last page of the worksheet. When all 5 have been highlighted, click on the +Add at the top of the Very Satisfying Skills box and all of the skills will appear in that category.
- ➡ Click on the 10 moderately satisfying skills and click on the +Add at the top of the Moderately Satisfying Skills box.
- ➡ Complete the same steps for the somewhat satisfying skills.

## 2. Each skill can also be dragged and dropped on each box.

### 3. To remove a skill from the list:

- ➡ a. Select the skill
- ➡ b. Click the remove link at the top of the box

When all the skills have been placed in the correct boxes, click on the Get My Results button.



Make sure to click on the save button at the top of the page. You'll want to refer back to your results many times.

There are several reports available: Holland Personality Types, Occupational Clusters and Top 30 Occupations.

**SKILLS** 
[Español](#)
★ Save
★ Save as New
🖨️ Print

[ [Change Skills](#) | [Summary](#) | [Holland Personality Types](#) | [Occupational Clusters](#) | [\\*Top 30 Occupations](#) | [All Occupations](#) ]

 **\* Top 30 Occupations**

The occupational ratings can go from +100 to -44. The higher the rating, the better the match between your skills and the skills required by the occupation. All of the occupations on your **\*** Top 30 list are good matches with your skill preferences.

Click on  next to an occupation to compare your skills to the skills of the occupation.

# PEP TALK

We'll focus on the Top 30 Occupations report. The occupations that show up on this list are the ones that most closely match the skills you selected. There is a number to the left of each occupation title. The higher the number, the closer the occupation matches your preferences. Scores over 50 are good matches.

The box next to each title reveals how closely your skill preferences match the occupation's skills. Clicking on the box shows the View Skills report.

The white boxes indicate the skills and level selected by you and the blue boxes indicate the skill level for the occupation. In this example for Farm and Home Management Advisors there is a perfect match for 3 of the personal skills, and two of the social skills.

**View Skills** [Back]

**Farm and Home Management Advisors [Rating = 61]**

The following list compares your skills to the skills required by the occupation Farm and Home Management Advisors. The skills are marked to show your skills and the skill levels needed for the occupation:

Your Skills  
 Occupation Skills

Very Satisfying Skill  
 Moderately Satisfying Skill  
 Somewhat Satisfying Skill

**A. Personal Skills**

- 01. Dependability
- 02. Flexibility
- 03. Persistence
- 04. Integrity
- 05. Efficiency

**B. Social Skills**

- 07. Social Perception
- 09. Teamwork
- 10. Working with the Public
- 11. Assisting/Caring
- 13. Instructing

**C. Movement Skills**

- 14. Finger Dexterity
- 15. Manual Dexterity

**D. Perceptual Skills**

- 25. Creativity

**\* Top 30 Occupations**

The occupational ratings can go from +100 to -44. The higher the rating of the occupations on your \* Top 30 list are good matches with you. Click on  next to an occupation to compare your skills to the skills required for that occupation.

Rate *	Top 30 Occupations
<b>Agriculture, Food, and Natural Resources</b>	
61 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Farm and Home Management Advisors</a>
<b>Business Management and Administration</b>	
70 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Employee Training Specialists</a>
61 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Employment Interviewers</a>
60 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Employment Recruiters</a>
70 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Interviewing Clerks</a>
60 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Job Benefits and Analysis Specialists</a>
<b>Education and Training</b>	
60 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">High School Teachers</a>
60 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Middle School Teachers</a>
72 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Public Health Educators</a>
60 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Special Education Teachers</a>
63 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Speech Pathologists and Audiologists</a>
<b>Government and Public Administration</b>	
67 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Government Benefits Interviewers</a>
60 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Interpreters and Translators</a>
<b>Health Science</b>	
65 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Nurse Practitioners</a>
63 *	<span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; background-color: lightblue;"></span> <a href="#">Occupational Therapist Assistants</a>

To learn more about each occupation just click on the occupation title.

We will go into exploring occupations in the Exploration section of PEP Talk.

**What's in it for you?**

This is your list of occupations to start exploring. The closer the occupation matches your skills, the more likely you are to enjoy the work you do.

## The Interest Profiler

Interest assessments are a good way to find out which occupations best match your interests. The Interest Profiler is quick to do. There are 180 activities such as the one shown here.

### What's in it for you?

Matching occupations to your interests provides insight into the types of jobs you might find interesting.

The screenshot shows the 'INTEREST PROFILER' interface. At the top, there is a navigation bar with links for PLAN, ASSESSMENTS, OCCUPATIONS, EDUCATION, EMPLOYMENT, and MY PORTFOLIO. Below this, the title 'INTEREST PROFILER' is displayed along with 'Help & Tutorials' and 'Español' buttons. The main content area shows an activity titled '1. Build kitchen cabinets' with three buttons: 'Like', 'Unsure', and 'Dislike'. Below the activity, a 'PROGRESS' bar is visible. A detailed report is overlaid on the bottom right, listing six interest areas with their respective scores and descriptions. The 'Conventional' category is circled in red, and a red arrow points from this circle back to the 'Like' button on the activity card.

Interest Area	Your Score
<b>Realistic</b>	14
<b>Enterprising</b>	8
<b>Conventional</b>	7
<b>Social</b>	7
<b>Artistic</b>	6
<b>Investigative</b>	2

You are asked to rate how appealing the activity is to you. Make sure you click on the Save button to save your results to your portfolio. The report shows the level of interest in 6 interest areas. The top 3 interest areas will result in lists of occupations that most closely match your interests. Simply click on the title of an interest area to get a list of occupations that match your interests.

Click on the Order by Cluster button if you'd like to see your list organized that way, or the Order by Title button if you'd like to see the list alphabetically. You will be comparing the list of occupations from Interest Profiler with the list generated by SKILLS during the exploration step of PEP Talk.

**Realistic**  
 People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

**List Ordered by Cluster**

Order by Cluster  Order by Title  1st None  2nd None  Order by Selected

Agriculture, Food, and Natural Resources	Education Level	Wages	Green
<a href="#">Agricultural Inspectors</a>	4 years	\$27,190	No
<a href="#">Agricultural Products Graders and Sorters</a>	A few hours to 3 months	\$24,000 - \$35,999	No
<a href="#">Agricultural Worker Supervisors</a>	4 months to 1 year	\$38,520	No
<a href="#">Animal Breeders</a>	A few hours to 3 months	\$36,000 - \$47,999	No
<a href="#">Bakers</a>	2 to 3 years	\$22,460	No
<a href="#">Commercial Fishers</a>	4 months to 1 year	\$24,000 - \$35,999	No
<a href="#">Farm and Ranch Workers</a>	A few hours to 3 months	\$22,230 - \$23,660	No
<a href="#">Farm Equipment Mechanics</a>	2 to 3 years	\$32,050	No
<a href="#">Farmers and Farm Managers</a>	2 to 3 years	\$36,000 - \$47,999	Yes
<a href="#">Fish and Game Wardens</a>	2 to 3 years	\$42,040	No
<a href="#">Food Processing Workers</a>	A few hours to 3 months	\$19,070 - \$28,160	No
<a href="#">Foresters</a>	4 years	\$50,500	No
<a href="#">Forestry Technicians</a>	2 to 3 years	\$31,320	No
<a href="#">Log Graders and Scalers</a>	4 months to 1 year	\$34,400	No
<a href="#">Loggers</a>	4 months to 1 year	\$34,310 - \$46,680	No
<a href="#">Meat Cutters</a>	4 months to 1 year	\$21,280 - \$27,600	No
<a href="#">Mining Machine Operators</a>	4 months to 1 year	\$48,000 - \$59,999	No
<a href="#">Nursery Workers</a>	A few hours to 3 months	\$23,660	No

## What's in it for you?

Speed up your occupational research by looking at clusters with the most occupations listed.

## What is a cluster?

Clusters are groups of similar occupations based on a set of common knowledge and skills. The clusters in MCIS are categorized using the National 16 Career Clusters. You'll probably see several clusters with many occupations and others with few occupations. Starting your exploration with the clusters with the most occupations is a good way to begin.

## The Life Inventory and Soft Skills Checklist

The Life Inventory (page 57) and Soft Skills Checklist (page 32) are the only two assessments that are not a part of MCIS. The Life Inventory is designed to help identify potential barriers to achieving your employment and educational goals. The Soft Skills Checklist is designed to make you aware of areas that need to be addressed to achieve success. Working with an agency such as Job Service or Adult Basic Education becomes a true asset in helping to solve some of these issues.

### Life Inventory

**Transportation**

- No vehicle
- No license
- Suspended license
- Vehicle not working or needs repairs
- No available public transportation or alternative transportation
- Other transportation issues \_\_\_\_\_

**Child Care**

- No child care
- Can't afford child care
- Have special needs child
- Parenting skills
- Other child care issues \_\_\_\_\_

**Health**

- Disability
- Addiction
- Limitations on physical activities (i.e. lifting, sitting or standing for long periods)
- Insurance issues
- Dental care
- Eye care
- Physical or emotional abuse
- Other health issues \_\_\_\_\_

**Financial**

- Bankruptcy
- Credit problems
- Food
- Housing
  - Inadequate
  - Can't afford current housing
  - Homeless
  - Need help with utilities

**Other personal needs**

- Need interpretation services
- Clothing
- Family care (parents/siblings etc.)
- Legal issues
- Relocation needs
- Other needs \_\_\_\_\_

### Soft Skills Checklist

Put an X in the column that best matches your opinion of each statement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I often spend more time trying to think of ways to get out of things than it would take me to do them				
Asking for help on the job is a sign of being weak				
I think it's okay to take off time from work for personal reasons, even if I don't have vacation or personal leave available				
I usually try to avoid doing job tasks that I dislike doing				
I have held a couple of jobs for less than 3 months				
If my child was sick my only option would be not to go to work				
I'd rather quit a job than do something I don't think I should have to do				
When someone makes me angry I get even				
I find it difficult to take criticism without feeling hurt				
I want to be late more than I am on time for things				
To cover a three month gap in employment it is okay to extend the end date of my last job				
Success in life is a matter of luck				
When I fail, it is usually someone else's fault				
Being 5 or 10 minutes late for work is no big deal				
My appearance does not affect my chances of getting a job. What I wear is an expression of who I am				
It's okay to not call my supervisor when I'm sick and can't come to work				
It is okay to ignore my co-workers				
Teasing or talking to my friends during work time is totally acceptable				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Add up the number of Xs in each column				

**If you have two or more Xs in columns A or B, you could benefit from some additional soft skills training.**

## Reality Check

The last assessment is Reality Check. Reality Check lets you pick your lifestyle. You decide what type of housing, transportation, food, clothing, entertainment, etc. and the assessment tallies up the monthly expenses. When you are done, you pick the level of education you want to pursue and a list of occupations that provide enough income to maintain that lifestyle will show up on your list.

🏠 PLAN
ASSESSMENTS
OCCUPATIONS
EDUCATION
EMPLOYMENT
MY PORTFOLIO

### REALITY CHECK Español



#### Get a Reality Check

As an adult, you need to pay for housing, food, clothes, transportation, and other items. Find out how much money you need to earn to cover your expenses. Then find out which occupations support this lifestyle.

Start Your Reality Check

#### Know Your Occupation?

Know which occupation you want to pursue? Figure out if it can support your lifestyle.

Start With an Occupation

#### Know Your Salary?

Already know the salary you need? Find out which occupations provide this salary in your city or region.

Start With a Salary

# PEP TALK

Reality Check can be found under the Assessment tab. Click on the Get a Reality Check button to begin. After selecting a region in Montana, you will begin to build your budget. In the example here you select one of the housing options. If the option you want isn't on the page, you can type in another dollar amount in the blank box.

Select your options for each category. When you finish make sure to save your results to your portfolio.

Your final budget will look like the example to the right. Notice the total includes the Federal and State taxes that will be taken out of your earnings. In this instance an annual salary of \$48,165 will be needed to maintain this lifestyle.

**Enter in Other Amounts**

### Adding it All Up

Below are the amounts for the items you have selected. Now that you know how much your expenses are, the next step is to find out which occupations pay you the salary you need to afford your lifestyle.

Your Monthly Expenses	Totals for Eastern Montana
Housing	\$1,200
Utilities	\$195
Communications	\$75
Food	\$360
Transportation	\$480
Clothes	\$100
Health Care	\$66
Entertainment	\$100
Personal Care	\$75
Miscellaneous	\$100
Student Loans	\$300
Savings	\$152
<b>Monthly Expenses</b>	<b>\$3,203</b>
Annual Expenses	\$38,436
Federal Taxes	\$7,120
State Taxes	\$2,609
<b>Total Salary Needed</b>	<b>\$48,165</b>

Investigate Family Expenses

The next step is clicking the next link to pick the level of education you plan to get. You'll find that changing the amount of education will greatly affect the list of occupations you will get. In our example, we selected 2 to 3 years of education and got a short list of occupations. Select an occupation cluster on the next screen. We recom-

mend selecting the Not Yet option to include all occupation clusters. That will yield you a more robust list.



**Your Results**

These occupations meet [your education and training and career cluster preferences](#), and pay enough to meet your required salary (\$32,485) for [Southwestern Montana](#).

401 occupations. Stars indicate occupations you have previously saved.

Save Checked

Agriculture, Food, and Natural Resources	Education Level	Wages
<input type="checkbox"/> <a href="#">Agricultural Engineers</a> ⚠️	4 years	\$74,000 ⓘ
<input type="checkbox"/> <a href="#">Agricultural Scientists</a>	4 years	\$44,030 ⓘ
<input type="checkbox"/> <a href="#">Agricultural Worker Supervisors</a>	4 months to 1 year	\$46,180 ⓘ
<input type="checkbox"/> <a href="#">Animal Breeders</a> ⚠️	A few hours to 3 months	\$34,250 ⓘ
<input type="checkbox"/> <a href="#">Animal Scientists</a> ⚠️	4 years	\$61,680 ⓘ
<input type="checkbox"/> <a href="#">Commercial Fishers</a> ⚠️	4 months to 1 year	\$33,430 ⓘ
<input type="checkbox"/> <a href="#">Environmental Engineering Technicians</a> ⚠️	2 to 3 years	\$37,860 ⓘ
<input type="checkbox"/> <a href="#">Environmental Engineers</a>	4 years	\$73,400 ⓘ
<input type="checkbox"/> <a href="#">Farm Equipment Mechanics</a> ⚠️	2 to 3 years	\$33,860 ⓘ
<input type="checkbox"/> <a href="#">Farmers and Farm Managers</a> ⚠️	2 to 3 years	\$69,300 ⓘ

We ended up with 401 occupations on our list. From here you can compare this list of occupations with lists from the other assessments. By now you may be seeing some occupations showing up on more than one list.

## What's in it for you?

Reality Check will help you compare your living expenses with potential income. Can you make it on what the occupation pays? Good to know now rather than later.

# PEP TALK

## Congratulations!

You've finished step 1. Learning about your skills, interests, and potential barriers takes some time, but the efforts you put in on step 1 pay off. You are well on your way to finding a career that you will find satisfying.

## Step 2: Exploration

This is the heart of PEP Talk, exploring occupations and finding the one that you will pursue. Using the results of the SKILLS and the Interest Profiler assessments, you'll compare your list of occupations in order to narrow down your list to the occupations you are most interested in.

- ➡ Print out the Top 30 Occupations report from SKILLS and print the list of occupations from your top two or three high interest areas from Interest Profiler.
- ➡ Compare the two lists and circle occupations that show up on both lists. You don't have to limit yourself to occupations that show up in both lists.
- ➡ Write down the occupations you'd like to consider on the table on the next page. Mark which assessment list(s) the occupation came from.



### What's in it for you?

As the saying goes, find a job you love and you'll never have to work a day in your life. Using your assessment results will give you a leg up in finding that job you'll love.



# PEP TALK

## Exploring Occupations with MCIS

Now that you have a list of occupations it is time to learn more about them. You know these occupations match your skills and/or interests, but do you know what they do, how much they pay, or how many openings there are for each occupation?

MCIS Montana Career Information System

PLAN ASSESSMENTS OCCUPATIONS EDUCATION

Occupations Choosing Occupations Clusters Index Titles Index

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**A**

- Abuse Counselors (see: Social Workers)
- Academic Deans (see: College and University Administrators)
- Account Executives (see: Advertising Managers)
- Accountants and Auditors
- Accounting Clerks (see: Bookkeeping and Accounting Clerks)
- Actors
- Actresses (see: Actors)
- Actuaries
- Acupuncturists
- Addictions Counselors
- Adjudicators (see: Judges and Hearing Officers)
- Adjusters, Insurance (see: Insurance Adjusters and Examiners)
- Adjustment Clerks (see: Customer Service Representatives)
- Administrative Assistants (see: Executive Secretaries)
- Administrative Clerks (see: General Office Clerks)
- Administrative Services Managers
- Administrators, College and University (see: College and University Administrators)
- Admissions Directors (see: College and University Administrators)
- Adult and Vocational Education Teachers
- Advertising Agents (see: Advertising Salespeople)
- Advertising Managers
- Advertising Salespeople
- Aerobics Instructors (see: Fitness Trainers and Aerobics Instructors)
- Aerospace Engineering Technicians (see: Engineering Technicians)
- Aerospace Engineers
- Agents and Business Managers
- Agents, Insurance (see: Insurance Agents)
- Agricultural Engineers
- Agricultural Extension Agents (see: Farm and Home Management Advisors)
- Agricultural Inspectors
- Agricultural Products Graders and Sorters
- Agricultural Science Technicians (see: Science Technicians)
- Agricultural Scientists
- Agricultural Worker Supervisors
- Agriculture Workers (see: Farm and Ranch Workers)
- Agonomists (see: Agricultural Scientists)

MCIS Montana Career Information System

PLAN ASSESSMENTS OCCUPATIONS EDUCATION EMPLOYMENT MY PORTFOLIO

OCCUPATIONS

**Which occupations match my preferences?**

These tools help you to narrow the list of occupations to those that match your likes, dislikes, level of education, desired wages, and other factors.

[View](#)

**What can I learn about occupations?**

Find out what people do in occupations and how much they earn. Learn how to prepare for an occupation. Learn about green jobs.

[View](#)

**What options are available in the military?**

There's a lot to consider before you decide to become a service member. Check out the occupations in the military and how you will get training.

[View](#)

All of these things are important to know when deciding on a career. MCIS provides you will all the resources you'll need to get a complete picture of each occupation.

➡ Log into MCIS and hover over the Occupations tab and select the Occupations link under the What can I learn about occupations? heading.

➡ Use the Titles Index to find the first occupation on your list.

➡ Click on the occupation title you want to know more about.

Occupation information is provided in several ways. First, the topics for each are listed on the left hand side of each occupation. Click on each topic to read more about it. Second, many occupations contain videos that describe the occupation in more detail. Third, there are real world interviews on many of the occupations, which talk about a day-in-the-life of someone in that occupation.

**TOPICS**

**At a Glance**  
*Accountants and auditors assemble, analyze, and check the accuracy of financial information.*

Quick Facts: Accountants and Auditors	
Wages	Earn \$54,440 per year
Employment	Very large occupation
10 Year Growth	Faster than average
Annual Openings	Very High

**Preparation**

An accountant or auditor typically needs to:

- have a high school diploma or GED
- have a bachelor's degree in accounting

A certified public accountant (CPA) typically needs to:

- have a high school diploma or GED
- complete a five-year, 150-credit hour accounting program (awards a bachelor's or master's degree)
- have public accounting experience
- pass the Uniform CPA Examination

**Working Conditions**

In a typical work setting, accountants and auditors:

- Have a medium level of social contact. They work with customers, other accountants and auditors, and office staff. In general, auditors have more contact with customers than accountants do.
- Often work indoors.
- Must be exact in their work and be sure all details are done. Errors could cause clients to lose money.
- May work long hours from January to April, if specializing in tax preparation.

**Wages**

In Montana, accountants and auditors earn a median wage of \$54,440 per year.

	\$0	\$50	\$100	\$150	\$200
Montana					

**VIDEOS**

**INTERVIEWS**

Check out all of the topics to learn as much about the occupation as possible. Two topics that will probably be important to you are the Wages and Outlook topics.

MCIS provides wage information for each occupation which includes data for the United States, Montana, and several regions within the state. In the example here we can compare wages for Billings, Great Falls, Missoula, Eastern and Southwestern Montana along with the entire state and U.S. Wages can also be compared from other states by clicking on the Select different states button. Also included is the wage range for the middle 50% of people in the occupation for each location. The range includes the 25th and 75th percentile as well as the median wage. The median wage is not the same as average wage. The median wage is the middle wage. If all the wages are listed from lowest to highest, the median wage is in the middle of the list, with half of the wages lower and half higher.

This Montana specific wage information will help you in several ways.

- ➡ You can determine if the wages paid will be enough to meet your lifestyle needs (refer to Reality Check results).
- ➡ You will have accurate information to use when negotiating with an employer on salary and raises.
- ➡ You can use the information to decide what area of the state or country may offer the best wages.

**VETERINARY TECHNOLOGISTS AND TECHNICIANS**

Annual Monthly Hourly

**Annual Wages**

Veterinary technologists and technicians (29-2056)

Location	25%	Median	75%
Montana	\$24,080	\$27,220	\$30,110
Billings	\$22,320	\$25,440	\$30,320
Great Falls	\$22,720	\$25,460	\$29,360
Missoula	\$22,800	\$26,730	\$29,560
Southwestern Montana	\$26,060	\$28,430	\$30,700
United States	\$25,400	\$30,500	\$36,860

Wages vary by employer and area of the country. Wages are also affected by the level of responsibility of the veterinary technologist and technician. Veterinary technologists and technicians who work full time often receive benefits. Typical benefits include sick leave, paid vacation, and health insurance.

The other important topic to consider is outlook. Outlook provides information on the number of job openings projected for the future. This can determine how easy or difficult it may be to find a job in the occupation. The example here shows that this occupation is a medium-sized occupation in the state with approximately 20 openings annually in Montana and 3,340 nationally. Once again, you can look at the job openings for other states as well. When we look at the growth column we see that this occupation is growing at a rate of 38.9% which is faster than the growth rate for all occupations at 14.8%.

**VETERINARY TECHNOLOGISTS AND TECHNICIANS**

**Outlook**

The table below provides information about the number of workers in this occupation in various regions. It also provides information about the expected growth rate and future job openings.

Location	Employment	Size of the occupation	Annual growth rate	All occupations	Annual openings
Montana	414	Medium	38.9%	14.8%	20 High
United States	31,800	Medium	28.5%	16.8%	3,340 Moderate

Major employers:

- Veterinary hospitals and clinics
- Research labs at colleges and universities

Demand for this occupation will remain strong. The number of pets people own is expected to grow. In addition, pet owners are expected to increase their use of veterinary services. As veterinarians perform more specialized procedures, technologists and technicians do more complex work. Graduates of training programs in veterinary technology have the best prospects for a job. However more schools offer this program and there are more graduates competing for jobs.

## Explore job openings in Montana

Each occupation also lists some additional information under the Related Information heading.

The US jobs link brings up a list of current job postings for the occupation.

### Related Information

-  [US.jobs](#)
-  [Programs of Study](#)
-  [Occupations](#)
-  [Industries](#)
-  [Occupation Cluster](#)
-  [Self-Employment](#)

10 jobs found in Montana matching occupation title : **Nonfarm Animal Caretakers**

Jobs 1 - 10 of 10

Sort by: Relevance | Date

<p><b><u>PET CARE ATTENDANT</u></b>  <a href="#">Montana Employer</a> (Laurel, MT)                      first acquired 2013-12-5 11:06 PM</p>	<p>Share this job:     </p>
<p><b><u>PET DAYCARE</u></b>  <a href="#">Montana Employer</a> (Billings, MT)                      first acquired 2013-10-25 11:10 PM</p>	<p>Share this job:     </p>
<p><b><u>GROOMER</u></b>  <a href="#">Montana Employer</a> (Billings, MT)                      first acquired 2013-10-25 11:10 PM</p>	<p>Share this job:     </p>
<p><b><u>Dog Groomer Assistant</u></b>  <a href="#">Montana Employer</a> (East Helena, MT)                      first acquired 2013-12-16 11:05 PM</p>	<p>Share this job:     </p>
<p><b><u>Kennel Attendant</u></b>  <a href="#">Montana Employer</a> (Great Falls, MT)                      first acquired 2013-12-20 11:06 PM</p>	<p>Share this job:     </p>
<p><b><u>Vet Assistant / Kennel Aide</u></b>  <a href="#">Montana Employer</a> (Miles City, MT)                      first acquired 2013-12-5 11:07 PM</p>	<p>Share this job:     </p>
<p><b><u>Pet Stylist</u></b>  <a href="#">Montana Employer</a> (Kalispell, MT)                      first acquired 2013-7-12 11:07 PM</p>	<p>Share this job:     </p>

## Explore education and training

The Programs of Study link provides a list of programs that lead to the occupation. In this example there are three directly related programs: Animal Grooming, Animal Training, and Veterinary Technology, and three other programs to consider.

### Programs of Study

The Programs of Study listed below are the recommended areas of study to pursue if you wish to enter the occupation you are currently exploring.

#### Programs of study directly related to this occupation

- [Animal Grooming](#)
- [Animal Training](#)
- [Veterinary Technology](#)

#### Other programs of study to consider

- [Agricultural Business and Management](#)
- [Equestrian Studies](#)
- [Veterinary Medicine](#)

Take some time to look at the different training options. We've selected Equestrian Studies for an example. You can check out the typical coursework and information on program admission. Each program lists Montana or US schools, colleges, and universities that provide that program of study. Notice that there are 4 schools in Montana that offer Equestrian Studies.

## EQUESTRIAN STUDIES ★ Save

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**Topics**

- Overview
- Program Admission
- Typical Course Work
- Things to Know
- Resources

**Related Information**

- Montana Schools
- US Colleges and Universities
- Occupations
- Programs of study
- Financial Aid

### Montana Schools

The state links below will display a list schools that offer the program of study you are currently exploring.

- [Montana Schools](#)
- [Miles Community College - Associate](#)
  - Program Descriptions
- [Montana State University - Bozeman - Bachelor's, Master's, Doctorate](#)
  - Program Descriptions
- [Rocky Mountain College - Bachelor's](#)
  - Program Descriptions
- [University of Montana Western - Associate, Bachelor's](#)
  - Program Descriptions

Clicking on the school links will take you to detailed school information.

Montana Schools
Choosing a School
Clusters Index
Titles Index
Compare
Search

★ Save
✉ E-mail
📄 Letter
🖨 Print

## UNIVERSITY OF MONTANA WESTERN

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**Topics**

- School name and address
- General information
- Student body
- Costs
- Financial aid
- Admissions
- Academics
- Sports
- Student life
- Housing
- Student services
- Career services
- Graduate study

**Related Information**

- Agriculture

### School name and address

**Contact for more information**

	University of Montana Western 710 South Atlantic PO Box 113 Dillon, MT 59725-3598
Main telephone	406.683.7011
Website	<a href="http://www.umwestern.edu/">http://www.umwestern.edu/</a>
Virtual campus tour	<a href="http://my.umwestern.edu/campusinfo/tour/">http://my.umwestern.edu/campusinfo/tour/</a>

**At a Glance**

- Dillon, MT
- Small town-rural area (not within commuting distance of a large city)
- 1,483 undergraduate students
- Admissions: Minimally difficult (about 95% of applicants accepted)
- In-state tuition: \$3,699
- Out-of-state tuition: \$13,532
- Public
- Applications due: Continuous

Continue exploring all of the occupations on your list. Each step of your research can be saved to your portfolio so you can come back to it later.

## Narrow your list of occupations

Once you have explored all of your occupations, you should start eliminating choices that aren't a good fit for you. You may decide that an occupation doesn't pay enough, has limited advancement opportunities, or requires too much education.

Once you have a shorter list you can compare your choices side by side in MCIS.

## Congratulations, you've completed Step Two.

You are almost done.

The last step is creating your plan.

## Step 3: Creating your plan

Goal setting is an important skill, not only for planning careers, but for anything you strive to achieve. For PEP Talk we are going to use the S.M.A.R.T. goal setting model.

**S**pecific

**M**easurable

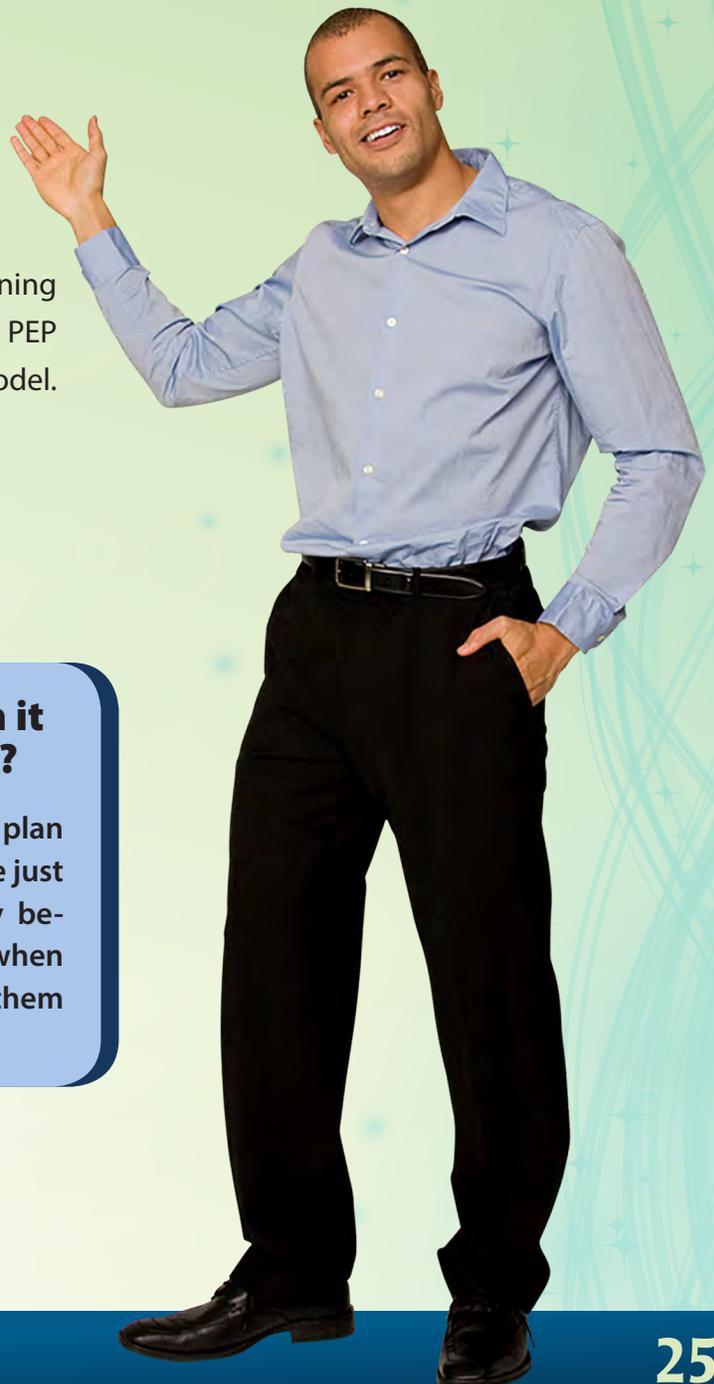
**A**ttainable

**R**ealistic

**T**ime Bound

### What's in it for you?

Without a plan your goals are just dreams. They become real when you write them down.



# PEP TALK

## S pecific

When setting a goal, it is important to be as specific as possible. Instead of saying you will “start preparing for your job search”, you’ll want to say “I will have a resume finished by Friday of this week” or “I will meet with the Job Service staff to get registered on Tuesday.”

### Which of these goals is specific?

I will think about how to get reliable transportation.

or

I will talk to my family about temporarily borrowing a car for my job search activities.

The second one is more specific. With this specific goal we know what steps we are going to take to try and get some transportation for our job search. The first one is vague and offers no action other than thinking. Thinking is important to planning, but it isn't the type of action that provides concrete steps in reaching a goal.

## M easurable

Your goals should be measurable. That means you need to be able to determine whether or not you've met your goals. For example, instead of saying “I will study for my HiSet exam” you could say “I will take a practice test on Friday.” It will be easy to know whether or not you met your goal.

### Which one of these goals is measurable?

Complete the SKILLS assessment and come up with 3 occupational choices.

or

Take an assessment

The first one is measurable. If we do not take the SKILLS assessment and come up with 3 occupational choices, we have not met our goal. The second one does not specify what assessment to take and what result we should end up with.

# A

## ttainable

You want your goals to be attainable. If your goal is to lose weight for instance, setting a goal of losing 50 pounds can be overwhelming. You certainly could reach that goal eventually but breaking the goal into smaller amounts may be more attainable. A better way to achieve a weight loss goal may be to set goals for the amount of exercise or number of calories to consume.

### Which of these goals is attainable?

Get a law degree.

or

Get a paper route to help pay for living expenses while going to school.

The first goal may be attainable over a period of years, however, as an initial goal may not be a good goal. The second goal is attainable and is one of the steps that you might take to pay for your college education.

# R

## ealistic

Realistic goals are somewhat related to attainable goals. For example, there are some occupations that require drug tests in order to be hired and stay employed. If an individual has a drug problem, it is not realistic to apply for a job that requires drug testing. A realistic goal would include getting treatment for the drug problem first.

### Which of these goals is realistic with a TABE score of 5.9?

Become a scientist

or

Get remedial training in reading and math.

The first goal is only realistic if the individual improves their comprehension of math and reading. The second goal is necessary for the first goal to become possible.

## T ime bound

Your goals should have some type of timeline built in. In some of our examples a day of the week was mentioned. However, our timelines may be weeks, months, or years from now. Long term goals that require several years to reach can be broken down into smaller timeframes to better track progress towards that goal. In the examples of getting a law degree or becoming a scientist, those goals are long term, taking at the minimum 4 to 5 years to become a scientist and longer if a law degree or masters degree are needed. Breaking that goal down into the smaller goals such as getting a part time job to help fund college tuition, or getting remedial training where needed, will help you to reach your long term goal.

### Which of these goals is time bound?

Develop a resume  
by next Friday.

or

Find work as  
a disc jockey.

With the first goal, we have a deadline. If we miss this deadline, we'll know we didn't meet our goal. The second goal will be harder to reach without some type of timeline for ourselves. Not putting timelines in your goals makes it too easy to procrastinate about putting in the steps to reach a goal. Before you know it, months have passed without you being any closer to your goal.



Let's practice putting a SMART goal together, making sure we include all 5 components.

We're going to help Kate write a SMART goal. She is a single mother, has an unreliable car, and no savings. Kate wants to become a pet groomer.

Her long term goal is to become a pet groomer but she doesn't know anything about the occupation or whether or not she can support herself and her child working as a pet groomer. Given what you know from your work so far in PEP Talk what does she need to do?

First, Kate needs to explore the occupation of pet groomer in MCIS. Next, she should also take the Reality Check to figure out the budget she needs to support herself and her family. Her SMART goal could look like this:

**Long term goal:** Research the occupation of pet groomer in MCIS and make a decision about pursuing this occupational goal by August 1.

**Does it meet our SMART goal criteria?**

**Specific:** It has a specific action which is to research pet groomer in MCIS and make a decision on pursuing this career.

**Measurable:** She will know if she met her goal when she makes a decision about her choice.

**Attainable:** This goal should be easy to attain. All she needs is a computer that can access MCIS.

**Realistic:** This goal is realistic. It is an important step in planning for larger goals. There are no barriers for her in reaching this goal.

**Time bound:** She has a deadline for the goal.

**Yes, this is a SMART goal.**

Now that Kate has a goal, let's fill out the Goal Setting Template with the details.



<b>Long Term Goal:</b>			
<b>Short term goal:</b>	<b>Short term goal:</b>	<b>Short term:</b>	<b>Short term:</b>
<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>
<b>Target date</b>	<b>Target date</b>	<b>Target date</b>	<b>Target date</b>
<b>Additional Information:</b>			

We can put Kate's goal in the top box, Long Term Goal. Notice that her goal meets the criteria for a SMART goal. Underneath the long term goal we have broken the goal into smaller short term goals. With these short term goals, she has a clear set of steps to follow to reach her long term goal. She will quickly see progress because her short term goals have a shorter timeframe, days and weeks instead of months and years.

<b>Long Term Goal:</b>			
<div style="border: 1px solid black; padding: 5px;">                 Research the occupation of pet groomer in MCIS and make a decision on whether or not it will meet my family's needs by August 1st.             </div>			
<b>Short term goal:</b>	<b>Short term goal:</b>	<b>Short term:</b>	<b>Short term:</b>
Create a portfolio in MCIS and take the Reality Check	Look up the pet groomers and read all the information	Visit several dog groomers and ask them about their jobs and education	Make a decision based on what I learn
<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>	<b>Action Steps</b>
Go to the website and create my portfolio. Print out budget sheet from Reality Check	Go to the occupation list and click on dog groomers. Look at the duties, wages, outlook, and training information	Collect names and phone numbers for groomers. Develop questions to ask. Make appointments to meet with them.	Compare all of the information and decide if this is the best choice for me.
<b>Target date</b>	<b>Target date</b>	<b>Target date</b>	<b>Target date</b>
By this weekend	Next Wednesday	Interviews scheduled 6-15 Interviews completed 7-15	August 1
<b>Additional Information:</b>			
www.careers.mt.gov website to access MCIS			

The example we've used here is a fairly easy goal, and could actually have been a short term goal under a much bigger long term goal. But, for our purposes, it serves as an example.

You may find that you'll have several long term goals. We have provided two Goal Setting Templates in this workbook, but you can also download more from the [www.careers.mt.gov](http://www.careers.mt.gov) website, or photocopy one of the templates in the book. In Kate's case, as a single mother, she needs to figure out how to find affordable childcare. She can use a second template to work out the steps she'll take to solve that problem.

Now it is time to put your long term and short term goals down on paper.

Start with writing your long term goal down, using the SMART goal format. Then, as we did for Kate, break the goal down into several short term goals and action steps. If you are working with the Job Service, Adult Basic Education, Vocational Rehab, or school counselor, ask them for help. They are experts at goal planning and career development and can help you look at the results of your assessments and occupation exploration and determine some good action steps to reach your goal. They may even be able to find you resources to assist with tuition and other financial and family needs.

When you complete an action step and each short term goal, put a check mark over it on your Goal Setting Template and congratulate yourself on getting one step closer to your goal. When you reach your goal, celebrate your success.

**Congratulations and good luck in your career!**



# Soft Skills Checklist

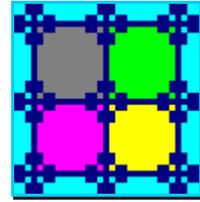
Put an X in the column that best matches your opinion of each statement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I often spend more time trying to think of ways to get out of things than it would take me to do them.				
Asking for help on the job is a sign of being weak.				
I think it's okay to take off time from work for personal reasons, even if I don't have vacation or personal leave available.				
I usually try to avoid doing job tasks that I dislike doing.				
I have held a couple of jobs for less than 3 months.				
If my child was sick my only option would be not to go to work.				
I'd rather quit a job than do something I don't think I should have to do.				
When someone makes me angry I get even.				
I find it difficult to take criticism without feeling hurt.				
I seem to be late more than I am on time for things.				
To cover a three month gap in employment it is okay to extend the end date of my last job.				
Success in life is a matter of luck.				
When I fail, it is usually someone else's fault.				
Being 5 or 10 minutes late for work is no big deal.				
My appearance does not affect my chances of getting a job, what I wear is an expression of who I am.				
It's okay to not call my supervisor when I'm sick and can't come to work.				
It is okay to ignore my co-workers.				
Texting or talking to my friends during work time is totally acceptable.				
Add up the number of Xs in each column	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**If you have two or more Xs in columns A or B, you could benefit from some additional soft skills training.**



# SKILLS WORKSHEET



## INSTRUCTIONS

This worksheet will help you use the SKILLS assessment. Before you use the computer program, you need to identify the skills you now have and decide which ones you would most enjoy using in your work.

### STEP 1

At the top of the next page, list at least three **Accomplishments**. (You may list up to seven.) An **Accomplishment** is an activity or a project that has made you feel positive about yourself and your capabilities. Be specific; for example, use “built a dog house” instead of “carpentry” or “wrote report on Julius Caesar” instead of “writing.” Include different types of activities, such as work, leisure, community service, and school.

### STEP 2

Read all **72** skill words and their definitions. There are seven columns numbered for your accomplishments. Put a check under each accomplishment that used that skill. This will show you which skills you have used in the past and help you decide if you want to use them in the future.

### STEP 3

When you have finished Step 2, look over the list of skills once more. Identify the skills you want to use in the future by putting a check in the last column headed ‘S’ for **Satisfying Skills**. You may select skills that you have not used if you intend to develop them.

### STEP 4

The final step is prioritizing your **Satisfying Skills**. From the skills checked as **Satisfying Skills**, choose the **5** skills that you most enjoy and list them in the **SKILLS Summary** on the back page as **Very Satisfying** skills. Then choose **10** more skills and list them as **Moderately Satisfying** skills. List the last **20** as **Somewhat Satisfying** skills. List each skill only once.

### STEP 5

You are now ready to use the SKILLS program on the computer.

*Worksheet may be reprinted by licensed sites for use with the CIS SKILLS component.*

## ACCOMPLISHMENTS (List at least 3)

Accomplishment 1: \_\_\_\_\_

Accomplishment 5: \_\_\_\_\_

Accomplishment 2: \_\_\_\_\_

Accomplishment 6: \_\_\_\_\_

Accomplishment 3: \_\_\_\_\_

Accomplishment 7: \_\_\_\_\_

Accomplishment 4: \_\_\_\_\_

## SKILLS

### A. PERSONAL SKILLS

ACCOMPLISHMENT

1 2 3 4 5 6 7 S

		1	2	3	4	5	6	7	S
<b>01. Dependability</b>	Working in a reliable and responsible manner.								
<b>02. Flexibility</b>	Accepting change and variety in the workplace.								
<b>03. Persistence</b>	Working continuously despite interruption.								
<b>04. Integrity</b>	Avoiding unethical behavior and being honest.								
<b>05. Efficiency</b>	Effectively using resources.								
<b>06. Competitiveness</b>	Striving to be the best.								

### B. SOCIAL SKILLS

ACCOMPLISHMENT

1 2 3 4 5 6 7 S

		1	2	3	4	5	6	7	S
<b>07. Social Perception</b>	Being aware of the needs and feelings of others.								
<b>08. Independent Work</b>	Working with little or no supervision.								
<b>09. Team Work</b>	Working cooperatively with others.								
<b>10. Working with the Public</b>	Representing the organization and communicating with persons outside the organization.								
<b>11. Assisting/Caring</b>	Providing assistance, care, or service to others.								
<b>12. Performing</b>	Interacting with others to entertain or sell.								
<b>13. Instructing</b>	Teaching, guiding, or motivating others.								

### C. MOVEMENT SKILLS

ACCOMPLISHMENT

1 2 3 4 5 6 7 S

		1	2	3	4	5	6	7	S
<b>14. Finger Dexterity</b>	Coordinating movements of the fingers.								
<b>15. Manual Dexterity</b>	Coordinating movements of the hand, arm and hand, or both hands.								
<b>16. Motor Coordination</b>	Coordinating movements of two or more limbs together.								
<b>17. Stamina</b>	Exerting one's self physically over long periods of time.								
<b>18. Strength</b>	Exerting force repeatedly or continuously.								
<b>19. Rapid Response</b>	Moving quickly and correctly between two different activities.								

### D. PERCEPTUAL SKILLS

ACCOMPLISHMENT

1 2 3 4 5 6 7 S

		1	2	3	4	5	6	7	S
<b>20. Sound Discrimination</b>	Detecting the difference between sounds, pitch, or loudness.								
<b>21. Shape Discrimination</b>	Detecting the difference between sizes, shapes, and mass.								
<b>22. Color Vision</b>	Detecting the difference between colors, shades, and brightness.								
<b>23. Depth Perception</b>	Detecting the distance between objects.								
<b>24. Visualizing</b>	Forming a mental image of how something will look after it is moved or when its parts are moved.								
<b>25. Creativity</b>	Originating, designing, or creating new ideas, relationships, systems, artworks, or products.								
<b>26. Aesthetic Judgment</b>	Recognizing artistic or natural beauty.								

## SKILLS WORKSHEET

### SKILLS ASSESSMENT

E. SITUATIONAL SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
27. Stress Tolerance	Dealing calmly and effectively with tense situations.								
28. Hazards Tolerance	Working in potentially dangerous conditions.								
29. Discomfort Tolerance	Working in unpleasant environmental conditions.								
30. Repetition Tolerance	Continuously performing the same action.								

F. PROCESSING SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
31. Following Procedures	Correctly following a given set of rules to complete a task.								
32. Categorizing	Identifying items by similarities.								
33. Record Keeping	Entering, transcribing, recording, storing, or maintaining information.								
34. Attention to Detail	Checking each item or task carefully.								
35. Verifying Information	Evaluating information against a set of standards or ensuring that it is correct.								

G. TECHNICAL SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
36. Installing	Setting up equipment, machines, or structures to meet specifications.								
37. Inspecting	Checking and evaluating equipment, structures, and products.								
38. Repairing	Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment.								
39. Troubleshooting	Determining the cause and solution of an error.								
40. Controlling Machines	Using control mechanisms or direct physical activity to operate machines.								
41. Operating Vehicles	Running, maneuvering, navigating, or driving vehicles or mechanized equipment.								
42. Using Computers	Working with computers by using programs or entering data.								
43. Programming	Writing computer programs.								
44. Technology Design	Developing or adapting equipment and technology.								

H. MATH AND SCIENCE SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
45. Calculating	Adding, subtracting, multiplying, and dividing.								
46. Estimating	Approximating distances, quantities, time, costs, resources, or materials.								
47. Budgeting	Allocating financial resources.								
48. Math Reasoning	Using mathematical methods to understand and solve problems.								
49. Science Reasoning	Using scientific methods to understand and solve problems.								

I. COMMUNICATION SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
50. Reading	Understanding information and ideas presented in writing.								
51. Writing	Communicating information and ideas in writing.								
52. Speaking	Talking to others to convey information.								
53. Listening	Listening to what people are saying and asking questions.								
54. Concentrating	Focusing on a task without interruption.								

**SKILLS WORKSHEET**  
**SKILLS ASSESSMENT**

J. PROBLEM SOLVING SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
55. Information Gathering	Locating and identifying information.								
56. Evaluating	Judging the success or progress of an idea, work activity, or project.								
57. Advising	Providing consultation or advice to others.								
58. Synthesizing	Reorganizing information to get a better approach to problems.								
59. Analyzing	Examining information and using logic to solve problems.								
60. Planning	Developing approaches for implementing ideas.								
61. Active Learning	Working with new material or information to understand the implications.								
62. Using Knowledge	Using work-related experience.								

K. MANAGEMENT SKILLS		ACCOMPLISHMENT							S
		1	2	3	4	5	6	7	
63. Safety of Others	Managing the work environment to provide for the health and safety of others.								
64. Persuading	Convincing others to approach things differently.								
65. Negotiating	Bringing others together and trying to reconcile differences.								
66. Confronting	Communicating a position opposed by others.								
67. Initiating	Taking on new responsibilities and challenges.								
68. Coordinating	Organizing people and activities to complete tasks.								
69. Directing/Leading	Providing leadership and direction to others.								
70. Decision Making	Understanding information and reaching a conclusion to solve problems.								
71. Managing Resources	Determining the best use of human resources, finances, and material resources.								
72. Impact of Responsibility	Accepting the long-term outcome of decisions.								

## SKILLS SUMMARY

5 VERY SATISFYING SKILLS										
10 MODERATELY SATISFYING SKILLS										
20 SOMEWHAT SATISFYING SKILLS										

## CAREER INFORMATION SYSTEM

## CAREER INFORMATION SYSTEM



## SKILLS

### CARDS

*Print these pages and  
cut on dotted lines to create your personal deck.*

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*May be reprinted for use with the CIS SKILLS component*

## VERY SATISFYING

(Choose up to 5 cards)

SKILLS Cards © Georgia Career Information Center Georgia State University

## SKILLS CARDS INSTRUCTIONS

### STEP 1

Find a table or other surface to work on. Spread the four header cards across the top of the table. Read each skill card and place it beneath the header card that best expresses your feelings about that skill.

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## MODERATELY SATISFYING

(Choose up to 10 cards)

SKILLS Cards © Georgia Career Information Center Georgia State University

### STEP 2

The next step is “focusing.” Begin by selecting the five most satisfying skills from the cards in your **VERY SATISFYING** group. Place any extra cards in the **MODERATELY SATISFYING** group. From the **MODERATELY SATISFYING** group, select the 10 most satisfying skills and place any remaining cards in the **SOMEWHAT SATISFYING** group. Finally, choose up to 20 **SOMEWHAT SATISFYING** skills and place any extra cards in the **NOT SATISFYING** group.

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## SOMEWHAT SATISFYING

(Choose up to 20 cards)

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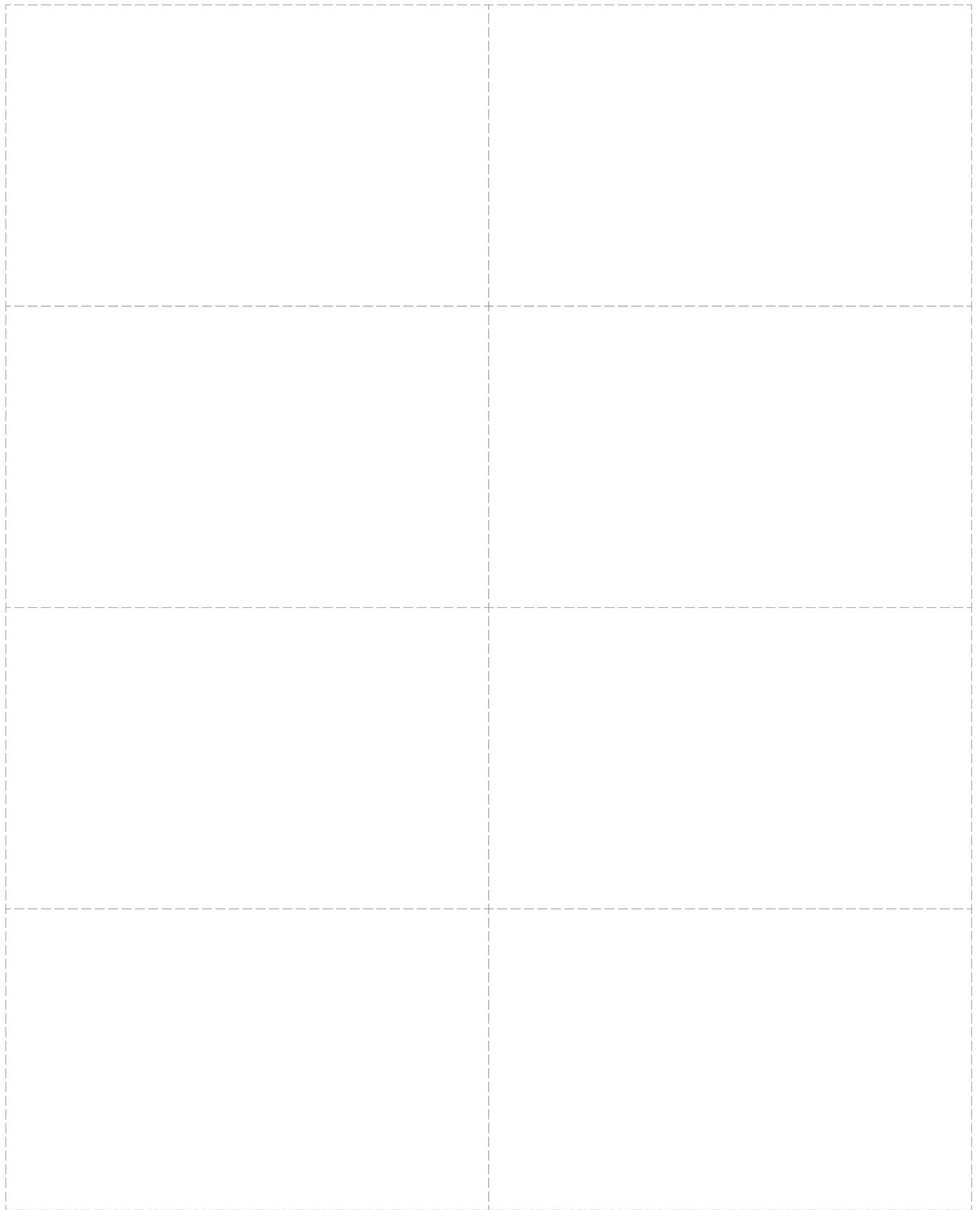
### STEP 3

On a separate sheet of paper, record all of the numbers of the skills you selected for each group. You will need to enter these numbers into the SKILLS program on the computer.

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## NOT SATISFYING

SKILLS Cards © Georgia Career Information Center Georgia State University



**01**

**DEPENDABILITY**

Working in a reliable and responsible manner.

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**05**

**EFFICIENCY**

Effectively using resources.

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**02**

**FLEXIBILITY**

Accepting change and variety in the workplace.

SKILLS Cards © Georgia Career Information Center Georgia State University

**06**

**COMPETITIVENESS**

Striving to be the best.

SKILLS Cards © Georgia Career Information Center Georgia State University

**03**

**PERSISTENCE**

Working continuously despite interruption.

SKILLS Cards © Georgia Career Information Center Georgia State University

**07**

**SOCIAL PERCEPTION**

Being aware of the needs and feelings of others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**04**

**INTEGRITY**

Avoiding unethical behavior and being honest.

SKILLS Cards © Georgia Career Information Center Georgia State University

**08**

**INDEPENDENT WORK**

Working with little or no supervision.

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**09**

**TEAMWORK**

Working cooperatively with others.

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**13**

**INSTRUCTING**

Teaching, guiding, or motivating others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**10 WORKING WITH THE PUBLIC**

Representing the organization and communicating with persons outside the organization.

SKILLS Cards © Georgia Career Information Center Georgia State University

**14 FINGER DEXTERITY**

Coordinating movements of the fingers.

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**11 ASSISTING/CARING**

Providing assistance, care, or service to others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**15 MANUAL DEXTERITY**

Coordinating movements of the hand, arm and hand, or both hands.

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**12 PERFORMING**

Interacting with others to entertain or sell.

SKILLS Cards © Georgia Career Information Center Georgia State University

**16 MOTOR COORDINATION**

Coordinating movements of two or more limbs together.

SKILLS Cards © Georgia Career Information Center Georgia State University


**17**

**STAMINA**

Exerting one's self physically over long periods of time.

SKILLS Cards © Georgia Career Information Center Georgia State University

**21**

**SHAPE DISCRIMINATION**

Detecting the difference between sizes, shapes, and mass.

SKILLS Cards © Georgia Career Information Center Georgia State University

**18**

**STRENGTH**

Exerting force repeatedly or continuously.

SKILLS Cards © Georgia Career Information Center Georgia State University

**22**

**COLOR VISION**

Detecting the difference between colors, shades, and brightness.

SKILLS Cards © Georgia Career Information Center Georgia State University

**19**

**RAPID RESPONSE**

Moving quickly and correctly between two different activities.

SKILLS Cards © Georgia Career Information Center Georgia State University

**23**

**DEPTH PERCEPTION**

Detecting the distance between objects.

SKILLS Cards © Georgia Career Information Center Georgia State University

**20**

**SOUND DISCRIMINATION**

Detecting the difference between sounds, pitch, or loudness.

SKILLS Cards © Georgia Career Information Center Georgia State University

**24**

**VISUALIZING**

Forming a mental image of how something will look after it is moved or when its parts are moved.

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**25**

**CREATIVITY**

Originating, designing, or creating new ideas, relationships, systems, artworks, or products.

SKILLS Cards © Georgia Career Information Center Georgia State University

**29**

**DISCOMFORT TOLERANCE**

Working in unpleasant environmental conditions.

SKILLS Cards © Georgia Career Information Center Georgia State University

**26**

**AESTHETIC JUDGMENT**

Recognizing artistic or natural beauty.

SKILLS Cards © Georgia Career Information Center Georgia State University

**30**

**REPETITION**

Continuously performing the same action.

SKILLS Cards © Georgia Career Information Center Georgia State University

**27**

**STRESS TOLERANCE**

Dealing calmly and effectively with tense situations.

SKILLS Cards © Georgia Career Information Center Georgia State University

**31**

**FOLLOWING PROCEDURES**

Correctly following a given set of rules to complete a task.

SKILLS Cards © Georgia Career Information Center Georgia State University

**28**

**HAZARDS TOLERANCE**

Working in potentially dangerous conditions.

SKILLS Cards © Georgia Career Information Center Georgia State University

**32**

**CATEGORIZING**

Identifying items by similarities.

SKILLS Cards © Georgia Career Information Center Georgia State University


**33**

**RECORD KEEPING**

Entering, transcribing, recording, storing, or maintaining information.

SKILLS Cards © Georgia Career Information Center Georgia State University

**37**

**INSPECTING**

Checking and evaluating equipment, structures, and products.

SKILLS Cards © Georgia Career Information Center Georgia State University

**34**

**ATTENTION TO DETAIL**

Checking each item or task carefully.

SKILLS Cards © Georgia Career Information Center Georgia State University

**38**

**REPAIRING**

Fixing, servicing, aligning, setting up, and adjusting machines, devices, moving parts, and equipment.

SKILLS Cards © Georgia Career Information Center Georgia State University

**35**

**VERIFYING INFORMATION**

Evaluating information against a set of standards or ensuring that it is correct.

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**39**

**TROUBLESHOOTING**

Determining the cause and solution of an error.

SKILLS Cards © Georgia Career Information Center Georgia State University

**36**

**INSTALLING**

Setting up equipment, machines, or structures to meet specifications.

SKILLS Cards © Georgia Career Information Center Georgia State University

**40**

**CONTROLLING MACHINES**

Using control mechanisms or direct physical activity to operate machines.

SKILLS Cards © Georgia Career Information Center Georgia State University


# 41

## OPERATING VEHICLES

Running, maneuvering, navigating, or driving vehicles or mechanized equipment.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 45

## CALCULATING

Adding, subtracting, multiplying, and dividing.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 42

## USING COMPUTERS

Working with computers by using programs or entering data.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 46

## ESTIMATING

Approximating distances, quantities, time, costs, resources, or materials.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 43

## PROGRAMMING

Writing computer programs.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 47

## BUDGETING

Allocating financial resources.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 44

## TECHNOLOGY DESIGN

Developing or adapting equipment and technology.

SKILLS Cards © Georgia Career Information Center Georgia State University

# 48

## MATH REASONING

Using mathematical methods to understand and solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University


**49**

**SCIENCE REASONING**

Using scientific methods to understand and solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

**53**

**LISTENING**

Listening to what people are saying and asking questions.

SKILLS Cards © Georgia Career Information Center Georgia State University

**50**

**READING**

Understanding information and ideas presented in writing.

SKILLS Cards © Georgia Career Information Center Georgia State University

**54**

**CONCENTRATING**

Focusing on a task without interruption.

SKILLS Cards © Georgia Career Information Center Georgia State University

**51**

**WRITING**

Communicating information and ideas in writing.

SKILLS Cards © Georgia Career Information Center Georgia State University

**55**

**INFORMATION GATHERING**

Locating and identifying information or ideas.

SKILLS Cards © Georgia Career Information Center Georgia State University

**52**

**SPEAKING**

Talking to others to convey information.

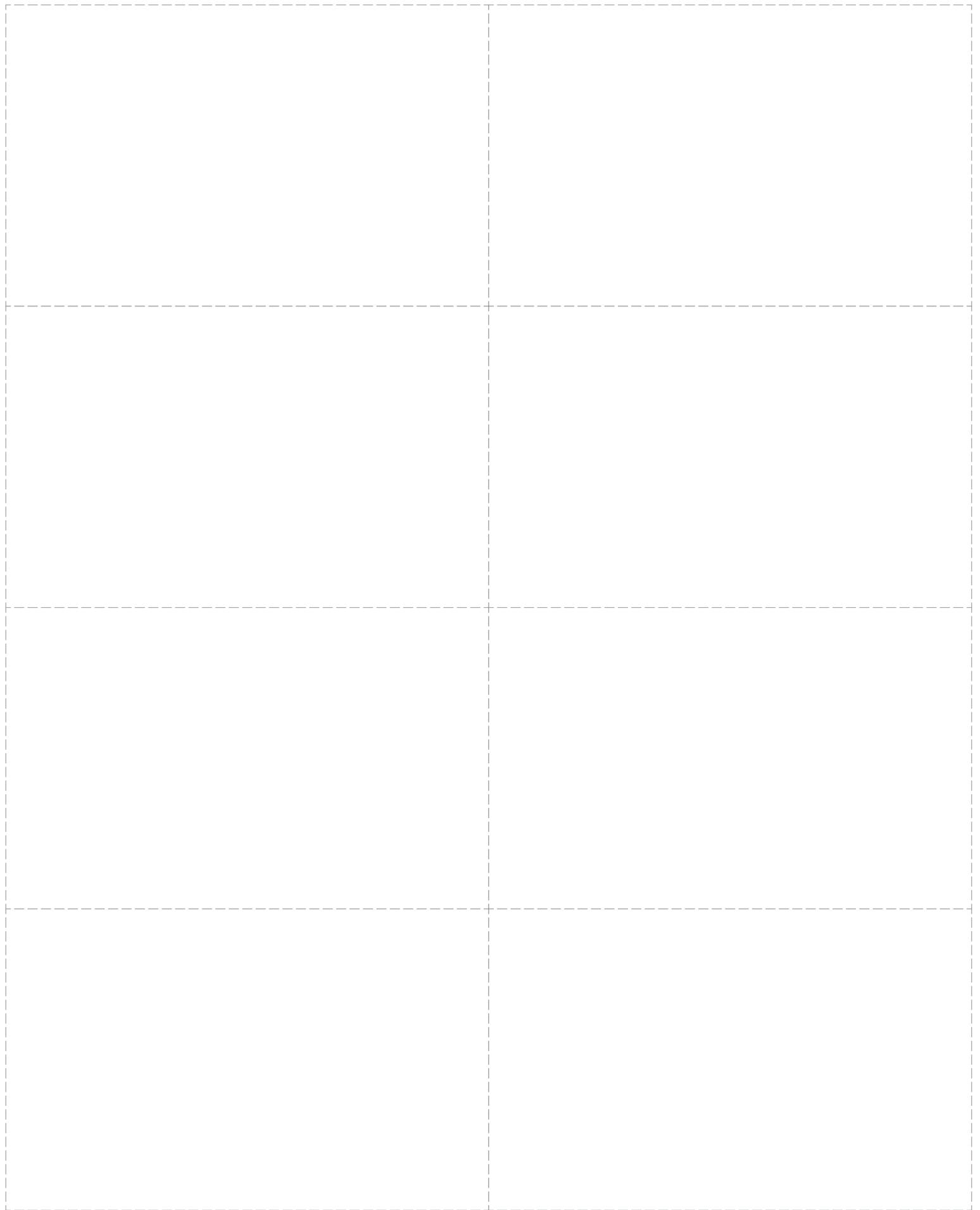
SKILLS Cards © Georgia Career Information Center Georgia State University

**56**

**EVALUATING**

Judging the success or progress of an idea, work activity, or project.

SKILLS Cards © Georgia Career Information Center Georgia State University



**57**

**ADVISING**

Providing consultation or advice to others.

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**61**

**ACTIVE LEARNING**

Working with new material or information to understand the implications.

SKILLS Cards © Georgia Career Information Center Georgia State University

**58**

**SYNTHESIZING**

Reorganizing information to get a better approach to problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

**62**

**USING KNOWLEDGE**

Using work-related experience.

SKILLS Cards © Georgia Career Information Center Georgia State University

**59**

**ANALYZING**

Examining information and using logic to solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

**63**

**SAFETY OF OTHERS**

Managing the work environment to provide for the health and safety of others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**60**

**PLANNING**

Developing approaches for implementing ideas.

SKILLS Cards © Georgia Career Information Center Georgia State University

**64**

**PERSUADING**

Convincing others to approach things differently.

SKILLS Cards © Georgia Career Information Center Georgia State University


**65**

**NEGOTIATING**

Bringing others together and trying to reconcile differences.

SKILLS Cards © Georgia Career Information Center Georgia State University

**69**

**DIRECTING/LEADING**

Providing leadership and direction to others through a process of give and take.

SKILLS Cards © Georgia Career Information Center Georgia State University

**66**

**CONFRONTING**

Communicating a position opposed by others.

SKILLS Cards © Georgia Career Information Center Georgia State University

**70**

**DECISION MAKING**

Understanding information and reaching a conclusion to solve problems.

SKILLS Cards © Georgia Career Information Center Georgia State University

**67**

**INITIATING**

Taking on new responsibilities and challenges.

SKILLS Cards © Georgia Career Information Center Georgia State University

**71**

**MANAGING RESOURCES**

Determining the best use of human resources, finances, and material resources.

SKILLS Cards © Georgia Career Information Center Georgia State University

**68**

**COORDINATING**

Organizing people and activities to complete tasks.

SKILLS Cards © Georgia Career Information Center Georgia State University

**72**

**IMPACT OF RESPONSIBILITY**

Accepting the long-term outcome of decisions.

SKILLS Cards © Georgia Career Information Center Georgia State University


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# Life Inventory

---

## Transportation

---

- No vehicle
- No license
- Suspended license
- Vehicle not working or needs repairs
- No available public transportation or alternative transportation
- Other transportation issues \_\_\_\_\_

## Child Care

---

- No child care
- Can't afford child care
- Have special needs child
- Parenting skills
- Other child care issues \_\_\_\_\_

## Health

---

- Disability
- Addiction
- Limitations on physical activities (i.e. lifting, sitting or standing for long periods)
- Insurance issues
- Dental care
- Eye care
- Physical or emotional abuse
- Other health issues \_\_\_\_\_

## Financial

---

- Bankruptcy
- Credit problems
- Food
- Housing
  - Inadequate
  - Can't afford current housing
  - Homeless
  - Need help with utilities

## Other personal needs

---

- Need interpretation services
  - Clothing
  - Family care (parents/siblings etc.)
  - Legal issues
  - Relocation needs
  - Other needs
- 
- 
-

**Long Term Goal:**

**Short term goal:**

**Action Steps**

**Target date**

**Short term goal:**

**Action Steps**

**Target date**

**Short term:**

**Action Steps**

**Target date**

**Short term:**

**Action Steps**

**Target date**

**Additional Information:**

**Long Term Goal:**

**Short term goal:**

**Action Steps**

**Target date**

**Short term goal:**

**Action Steps**

**Target date**

**Short term:**

**Action Steps**

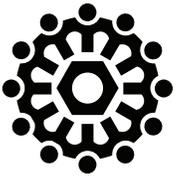
**Target date**

**Short term:**

**Action Steps**

**Target date**

**Additional Information:**



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